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ABSTRACT

This document reports on a workshop on emergent literacy in early childhood held in Fiji. The workshop was sponsored by UNICEF and the Fiji Ministry of Education. The course objectives were to: (1) review education philosophies and methodologies currently influencing early childhood education in Fiji; (2) gain extended knowledge on language enrichment through a variety of activities; (3) prepare learning activities for 3- to 6-year-olds; and (4) gain extended understanding in curriculum planning. Prior to conducting the workshops, the presenters observed several Fiji kindergartens in different settings. There were 28 workshop participants and 4 occasional observers. The workshop included many activities for creating a literacy environment in the kindergarten, such as making low-cost learning materials, writing books, fostering creativity, and taking a trip as the basis for planning an integrated learning topic. Most activities were conducted in small groups. During the workshop, observation visits were made to two kindergartens. Participants were required to plan an integrated weekly program. Evaluation results indicated that participants gained knowledge from the workshop. The Israeli consultants reviewed the workshop and made suggestions and recommendations at a debriefing session; they suggested that objectives of future workshops be very clearly defined and communicated, and that training methods be very participatory and hands-on. (Appendices contain a list of participants, the daily program, newspaper articles about the workshop, and a sample certificate of participation.) (KB)

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I. General Information

Name of the Workshop: Emergent Literacy in Early Childhood

Implementing Institution: The Golda Meir Mount Carmel International Training Center (MCTC), Haifa, Israel.

Country: Fiji

Sponsors: UNICEF and the Ministry of Education, Fiji

Objectives:

At the termination of the workshop the participants will have:

- reviewed the educational philosophies and methodologies currently influencing Early Childhood Education in Israel;
- extended their knowledge on language enrichment through a variety of activities, as a preparation for reading;
- undergone a hands-on experience preparing learning activities for the 3—6 year old child; and
- extended their understanding in curriculum planning.

Dates and Duration of the Workshop: 5 - 23 February, 1996 (18 days)

Number of Participants: 28 women and 4 observers

Location: Bergengren Credit Home, Suva, Fiji

Language of Instruction: English

The Israeli Team:

Janette Hirschmann, Director of ECE Courses at MCTC

Esther Tovly, Lecturer at the Oranim Teacher Training College

Participants: 28 supervisors and teachers in charge

II. Introduction

The social environment in Fiji is changing rapidly and this has affected the needs and nature of families. To prepare for these changes, a large investment must be made in preschool children. The quality of life for individuals and society will largely depend on the quality of care and education offered to today's children in Fiji.

Preschool education in Fiji has greatly expanded over the last five years, because more and more people are becoming aware of its importance to the overall development and learning of the child.

The number of preschools in Fiji has increased from 327 in 1991 to 366 in 1995. A significant phenomenon during this period is the gradual increase of established centers in the rural settlements and villages. These village kindergartens are located in community centers or unused classrooms in the primary schools and the majority serve only children who come from families which can afford to pay. One of the main problems is sustaining programs, particularly in rural areas, where committees depend on parental or community contributions in order to finance their operation.

In addition to preschool, children are being enrolled in Day Care Centers at a much younger age. Schools of nine (nine preschool children only) are not under the jurisdiction of the Ministry of Education. As a result, there is no control over program and teachers' qualifications.

The present government position concerning preschool education is that while it will make every attempt to promote preschool education, it will continue to retain its policy of encouraging private organizations to manage preschools.

The Ministry of Education attempts as much as possible, within its limited resources, to provide basic training opportunities for preschool teachers, by conducting short courses of one to five days' duration from time to time. The Ministry has also organized six

week training courses, which are being funded by UNICEF, and under which a total of 300 preschool teachers will be trained between 1992 and 1996.

The Fiji Preschool Association conducts workshops and national conferences for teachers and UNICEF is instrumental in funding teacher training courses in Fiji.

III. Overview

The three week workshop was organized in cooperation with UNICEF and the Department of Preschool Education of the Ministry of Education. There were 28 participants and four occasional observers. This was the first on-the-spot course in *Early Childhood Education* (ECE) conducted by MCTC in Fiji. It is worthy of mention, that on-going contact with Fiji has been maintained over the years, and since 1978, twelve Fijian preschool educators attended ECE courses at MCTC.

It was decided that the workshop to be presented would be on *Emergent Literacy* and would include many activities for creating a literacy environment in the kindergarten, such as making low-cost learning materials, writing books, fostering creativity, as well as taking a trip as the basis for planning an integrated learning topic. Most of the activities were carried out in small groups, with emphasis on active involvement of the participants. In addition, observation visits were made to two kindergartens.

At the end of the workshop, the participants were required to plan an integrated weekly program. In their written evaluations, many reported that they had gained much knowledge from the workshop, some stating that three weeks was not long enough.

Planning

In 1993, Mrs. Mala Singleton, then chairperson of the Fiji Preschool Association, participated in a course on *Education of Children with Special Needs* at MCTC. Upon her return to Fiji, she approached UNICEF with the suggestion that an on-the-spot course on Emergent Literacy be organized for preschool teachers in Fiji. This course

was supposed to have been implemented in 1995. But UNICEF, which was supposed to pay for the local expenses, was not able to solicit the required funds. Thus the course was postponed until 1996.

The local organizers sent a requested list of topics to be dealt with, but it was too broad to be covered in three weeks, so the Israeli team sent a proposed program on *Emergent Literacy*, which was subsequently accepted by the local team.

The professional planning was done by Ms. Letia Cavubati and Ms. Ruci Kididromo, both Ministry of Education employees and graduates of MCTC courses. They chose the participants and arranged the location and Ms. Kididromo was to coordinate the workshop.

Participants

(For list of participants, see Appendix 1)

A total of 28 supervisors, teachers-in-charge and an assistant teacher, from nine education districts in Fiji, participated in the workshop. Their prior experience in the field ranged from three to twenty years. Four were graduates of ECE (*Early Childhood Education*) courses at MCTC.

The general professional level of the participants was not as high as expected They had previously participated in a number of workshops, but many of them seemed not to have internalized what they had learned. Despite this, a number of them had assisted in conducting training sessions for the local teachers. The workshop participants displayed much motivation and interest in everything presented to them and participated with great enjoyment.

IV. Program as Implemented

(See Appendix 2)

The Israeli team arrived in Suva, Fiji on February 4th, 1996. The first day of the workshop was devoted to observation visits to seven kindergartens (kindies). It was very important for the two Israeli lecturers to become familiar with the ECE situation in

Suva. The "kindies" ranged from very successful, affluent settings to semi-rural and poorly equipped ones.

The Israeli team later met with the organizers of the workshop from the Ministry of Education, Mrs. Letia Cavubati, and Mrs. Ruci Kididromo.

The official opening of the workshop was held the next morning. It was attended by:

- Mr. Moshe Alfei, The Chargé d'Affaires of the Israeli Embassy.
- Mr. Sheldon Shaeffer, Regional Education Advisor for UNICEF, Thailand
- A representative of UNICEF, Australia
- Mr. Solomon Vasaike, Senior Education Officer, Special Education (a graduate of MCTC)
- Mrs. Unaisi Vasu Tuivaga, Chairperson of the Fiji Kindergarten Association, who acted as facilitator.
- Dr. Jacqui Badcock, Assistant Representative, UNICEF Pacific Islands, who addressed the students and formally opened the workshop.

A reporter from the local television station interviewed the Israeli team members and the opening of the course was broadcast. It was also covered in the local newspaper (See Appendix 3).

After tea, the professional program commenced, with a "getting acquainted" session, where the participants expressed their expectations of the workshop. Based on these and the observations made in the kindergartens, the workshop program was revised, retyped and distributed to the participants.

At first it was difficult to gauge the level of the group members, as they did not reveal their knowledge freely.

According to what the Israeli team observed at the kindergartens and the impression gained from the exercise on creating a developmental profile for children between the ages of 3—5 years, it became evident that the emphasis had to be placed on practical, hands-on activities from which the theoretical aspects could be understood. The

developmental profile was displayed on the wall for the duration of the workshop. Each activity subsequently discussed was analyzed while referring to these charts.

Using case studies, the principles of ECE were discussed and expanded. Following on from this, it was important to define how children learn, as opposed to the way adults learn. This was done by presenting learning situations and the participants were requested to compare how adults and children would learn in such situations.

During the workshop, the following two principles were emphasized:

1. how children learn
2. how teachers should educate children

The team presented the principles of creating a literacy environment in many and various ways. One was introducing a daily routine in the kindergarten, through an attendance chart, a weather chart, songs, children's news and stories.

From the first day of the workshop, participants contributed daily to creating books of songs, news and stories. The exposure to this material emphasized the importance of literacy in daily life and methodologies for achieving it, using low-cost materials.

This was also an opportunity to enrich the participants' repertoire of songs, stories, etc. The lecturers were very surprised to hear that they brought songs in English, with melodies from English nursery rhymes and songs, because in most "kindies" English is the language of instruction. The lecturers encouraged them to teach Fijian and Hindi songs as well, in order to preserve their heritage.

Using the learning principle of building on "what is known" as a basis for learning new material, the team and the participants examined the objectives of activities in the corners (household corner, doctor corner, block corner, etc) and how playing there could contribute to the holistic development of the child. Emphasis was placed on making the corners interesting and stimulating so that children would be encouraged to play there.

Since the course concentrated on Emergent Literacy, a list of activities that would introduce literacy into these areas was compiled.

Socio-dramatic play as a means for learning about the world was strongly emphasized. In small groups, the participants acted out scenes from real life. They enjoyed this very much and became aware of how much this activity contributes to the child's holistic development. This became a literacy activity, as each group had to write the story they had role-played.

From the way the participants acted out the situations, the lecturers learned that when children are in stress, teachers do not comfort them. A discussion on children's emotional needs and the teacher's role in fulfilling them ensued.

The week ended with the group divided in two, spending the morning in two kindergartens, observing children. One of these kindergartens belonged to the International school and the other to Milike Waganisay, a graduate of MCTC. There the participants were given a number of observation tasks, such as learning about the daily schedule, drawing the floor plan and observing a child. The afternoon was devoted to discussing and analyzing what they had observed.

The Israeli team requested feedback of the week's program. This was given in written form, as the participants were too shy to express their feelings. The feedback was very positive and everyone felt that they were learning and were consolidating what they already knew.

The second week began with the daily routines and a discussion ensued about what children know about reading before they are taught.

The team demonstrated how to read a story to children so that the children are involved and can learn how to make assumptions about the development of the plot, by using their previous knowledge. The characteristics of a good story were discussed and the participants were asked to write stories from which they could produce books.

An additional literacy activity was presented, when the participants wrote different kinds of cards to members of their family, such as birthday greetings, Valentine's Day wishes, get well cards, etc. They enjoyed this activity very much. They also learned how to write instructions for folding an envelope and sending a letter.

The next morning began once again with the daily routines. Monitors had been assigned to report on the weather and fill in the chart, to teach a new song, to tell the story of the day and to lead a game using the participants' names.

Each participant shared the story she had written with the group, which provided constructive feedback about structure and plot. At the beginning it was very difficult for them to criticize one another, but gradually they understood that it was of value and that mutual benefit could be gained from it.

A short, theoretical lecture was given on the developmental stages of children's spontaneous writing, with examples displayed and analyzed.

Towards the end of the day, participants acted out imaginative ideas of what a ruler or a pillow slip could represent. This game provided an opportunity to emphasize the importance of flexible thinking.

The next day, the group once again divided into two subgroups, and each visited the other kindergarten. Once again this proved to be very important for observing the daily schedule used by the teacher and the way in which the teacher related to the children in groups and solved behavior problems, as well as the methodologies she used for group work. This time, different observation tasks were given to the students. Upon their return, a very fruitful feedback session was conducted.

It was now appropriate to present the didactic games made from low-cost materials by the lecturers. The participants first played the games, then analyzed them in order to understand what their objectives were, how these games contribute to the holistic

development of the child and how they could create new games based on the same principles.

To the surprise of the lecturers, the participants had difficulty inventing their own games and preferred to copy those presented to them. It was felt that it was important to allow enough time for the games to be made in the classroom, in case any difficulties arose.

It was evident from the work of the previous two weeks, that the participants had difficulty in original thinking. They were therefore given another opportunity to develop their creativity and initiative by making something from newspapers. At first, their ideas were very stereotyped and many hats, fans and Chinese lamps were produced. However, when they were encouraged to be more original, they came up with dolls, animals, balls and bats, etc. and were very pleased with their products.

The Israeli team members knew Mrs. Debby Mue, a graduate of MCTC and were familiar with the creative and original methodologies she uses in her classroom. It was decided to invite her to present the session on an integrated approach of teaching in ECE. She used the issue of plastic litter in rivers and the sea. This is a very serious problem in Fiji, since marine life, which is one of the major sources of income and food for the local people, is being destroyed.. It was considered especially important to educate children in this matter, since they could in turn educate their parents. (A very successful similar campaign was once conducted in Israel, in order to save the wild flowers.)

A field trip was made to the beach at low tide, in order to see all the litter and to collect examples. There, a reporter from a local newspaper interviewed and photographed the group. (See Appendix 3)

The participants also learned how to build a weekly topic in an integrated way and this was the basis for the final group projects.

A Preschool Teachers' Guide to Thematic Teaching, a book written by Mrs. Mue, was distributed to the participants by representatives of the Minister of Education, and it was felt that this would be a very good addition to their professional libraries.

Up to this point, the emphasis had been placed on literacy. It was now important to show the connection between mathematical thinking and literacy and how both contribute to the holistic development of the child.

The lecturer demonstrated how mathematical thinking develops. Emphasis was placed on understanding the difference between sequence perception and quantity perception. It was repeatedly emphasized that mathematics is not just counting. The four mathematical domains were analyzed and demonstrated (perception of quantity; sequence; the meaning of mathematical functions; and cognitive abilities, including principles of learning mathematics).

Many games which demonstrated the four domains were presented. The participants then played the games and tried to determine the objectives behind them. They were then free to copy them.

The idea of the golden triangle (interaction between parents, children and teachers) was presented. In small groups, the participants discussed what they thought parents expected of themselves, of their children and of the teacher and then a discussion was conducted in the whole group.

The participants were asked to work on a final project which would summarize and integrate all they had learned. In small groups they planned a week's program centered around topics such as: Transportation, Fruit, The Egg, and Clothing. They worked very hard at their projects, but it was clear that they needed more practice time and more guidance for such an activity. The projects were presented to the group and feedback was given.

A written evaluation questionnaire was then filled in by the participants.

V. Accommodations and Transportation

The Israeli team stayed in a hotel, where accommodations were very satisfactory. They traveled by taxi to and from the training center every day.

VI. Social Events

The Israeli team was taken to dinner by the Israeli Chargé d'Affaires, Mr. Moshe Alfei and his wife.

A representative of the Israeli Ministry of Agriculture, Mr. Uri Adler, and his wife entertained the Israeli team in their home a number of times and made every effort to let them feel at home in Suva.

An Israel evening was organized by Mr. Uri Adler. The Fijian choir sang Israeli songs in Hebrew, after which the national drink, kava, was prepared, and all the choir members and distinguished guests were invited to partake of it.

A past participant, Theresa Kado, accompanied the Israeli team to Mbau, the island of chiefs and to a village where they were entertained, served kava and lunch. Theresa Kado also arranged for the team to go to the island of Taveuni. There they slept at the training college of the Catholic novitiates The residents took them touring the island and entertained them, serving kava at the airport, as a farewell gesture, when seeing them off.

The Closing Ceremony

The closing ceremony took place on February 22nd, 1996 at the training center. The Chief Education Officer of Primary Education, Ministry of Education, addressed the workshop graduates and distinguished guests. The Chargé d'Affaires and workshop director Janette Hirschmann also spoke. The certificates were distributed, along with pamphlets about Jerusalem.

The same evening, a dinner party was given for the Israeli team by the Minister of Education and the Fiji Preschool Association. The students performed Hindi and Fijian folklore dances and a dance group was invited to perform for all present. The atmosphere was very warm and the parting from the participants was very emotional.
On the last day of their stay in Suva, the Israeli team held a debriefing session with Adi Davila Toganivalu, Project Officer Education, UNICEF; Letia Cavubati, in charge of ECE for the Ministry of Education; and Ruci Kididromo, Supervisor and coordinator of the workshop.

Extra Curricular Activities

The Israeli team was invited to give a lecture one evening, at the local OMEP.

VII. Evaluation by the Participants

All the participants found the workshop to be very useful and the methodologies used to be very effective for them. They noted that it strengthened them in their work and increased their self-confidence. Each participant filled in a written evaluation form. The following items were rated good and excellent: Program Content, Instructor Effectiveness, Skills Practice and Group Discussion/interaction.

In response to the question, "To what degree will the concepts/skills presented in this program be of help to you back on the job?", all participants rated this as 5.

"The aspects of the workshop which were most helpful:"

- mathematics and language games (15)
- teaching science through an excursion to the beach (7)
- analysis of the activity corners (16)
- the importance of reading to children (10)
- the name games (20)
- the developmental profile (20)
- the approaches used in presenting literacy (15)
- the integrated approach (16)

- the golden triangle (parent/teacher/child interaction) (10)
- writing stories (20)
- the daily routines (name chart, weather chart, monitors, etc.) (20)
- the final project (17)

Among the Comments Made by the Participants:

"More time should be allocated for the mathematical concepts, making didactic games and writing the integrated weekly program and presenting it."

"I would have liked the workshop to have been longer."

VIII. Comments and Recommendations by the Israeli Team

At a debriefing session, the Israeli team was requested to give a review of the workshop and to make suggestions and recommendations.

They described the development of the participants during the three weeks, from the emotional, social and cognitive point of view. Initially the participants were very withdrawn and uncommunicative. There were two distinct groups - Indians and Fijians. Gradually the group became integrated and worked together. As their trust in the lecturers increased, they were more prepared to take risks, to produce and share and even to criticize one another constructively. This is contrary to Fijian culture. (In the Fijian language no word for "constructive criticism" exists!)

The Israeli team inquired as to what criteria had been used to select the participants, as the level in the group was very heterogeneous . They also commented that they did not feel that all the participants were capable of training other kindergarten teachers.

They suggested that the objectives of future workshops should be very clearly defined and communicated. Training methodologies in future local workshops should be very participatory and hands-on, with the theory coming out of the practice. It was important for the teachers to learn how to plan a week's program and thereby, be able to

see the development of a topic. Maybe the most important issue in the training courses should be to give the participants a positive self-image, so that they feel they are capable of doing things. It is also very important to reinforce the group leaders. When they are invited to participate in organizational meetings, part of the time should be set aside for professional enrichment.

The Israeli team felt it was important for the participants to have supervision and reinforcement when they returned to their own kindergartens. The UNICEF representative said that any funds remaining after the workshop would be available for this purpose.

The Israelis reported on the stories the participants had written and the books they had made. They suggested that the best stories be typed, photocopied and made available for EC educators. This would enrich the libraries in the kindergartens, as these books would be very cheap and would encourage other teachers to write stories and produce books.

It was also suggested that books and training manuals published by UNICEF should be made readily available to the teachers, and should be exhibited at all the training conferences and meetings of EC educators, as many teachers are unaware of the existence of such books.

During the workshop, the participants played many games using their own names. It was recommended that a book of suggested games using the names of the children in the kindergarten be written, to be used as a literacy activity for pre-reading.

It was recommended that a pedagogic center be established, where professional materials, games, etc. could be available for teachers to examine and copy.

A lot of gross motor exercises were done for crossing the vertical midline of the body, i.e. touching the left foot with the right hand. Frequently children who have learning problems have difficulty doing this and it is helpful to practice these exercises from a

young age. They can be performed whenever children are restless and have been sitting for a long time.

Adi Devila Toganivalu said that she would very much like to have a report of this workshop. In future, she would like to organize a regional course for the South Pacific. Islands.

Additional Professional Contacts:

On her way back to Israel, Mrs. Hirschmann met with Mr. Sheldon Shaeffer, Regional Educational Advisor, in Bangkok. At this meeting, they discussed the consultancy on *Parental Education and Early Childhood Development* that Mrs. Hirschmann and Mrs. Michal Finkelstein had implemented in Myanmar in December 1995. This consultancy was requested by UNICEF, Myanmar and the feedback from there was very positive.

They also discussed possibilities for further cooperation in other countries in this region (Cambodia, Vietnam, Laos) where Mr. Shaeffer considered this topic to be very relevant. Mrs. Hirschmann promised to send him the report of the course in Fiji, which had also been sponsored by UNICEF.

Appendix 1

LIST OF PARTICIPANTS

	NAME	QUALIFICATION	PRESENT RESPONSIBILITY	YEARS OF EXPERIENCE
	SUVA EDUCATION DISTRICT			
1	Vilimaina Daunibau	Teacher's Certificate 1977 Pacific Pre-School Teacher Certificate	Supervisor - YWCA Kindergarten-Demonstration Centre. Supervise teachers on training attachments.	19 years
2	Karalaini Tagi	Fiji Junior Certificate, Form IV Pacific Pre-School Teachers Certificate.	Teacher-in-charge - Etina Havea Children's Centre, PTC Campus.	17 years
3	Fipe Kaloudreweti	Fiji Junior Certificate, Form V, Pacific Pre-School Teachers Certificate	Supervisor - YMCA Day Care Centre	17 years
4	Khartiyani Gounder	Form V, NZS Certificate, Pacific Pre-School Teachers Certificate	Teacher-in-charge - Vashist Muni Kindergarten, Navua	7 years
5	Sushila Prasad	Pacific Pre-School Teachers Certificate, still continuing with Diploma in ECE Studies.	Teacher-in-charge - USP Playgroup	5 years
	NAUSORI EDUCATION DISTRICT			
6	Biu Ledua Cava	F IV, Pacific Pre-School Teachers Certificate, Teachers Certificate -1977	Teacher-in-charge Dilkusha Kindergarten	19 years
7	Catherine Bogiva	FV, FJC, Pre-School Teachers Certificate, Methodist Lay Training Centre, Davuilevu	Teacher-in-charge -Vulilevu Kindergarten-Demonstration Centre for student teachers at MLTC, Davuilevu	7 years
8	Chitrekha Chand	Form III, PPTC	Teacher-in-charge - Vuci Methodist Kindergarten	17 years
	RA EDUCATION DISTRICT			
9	Sarojini Naicker	Form IV, Fiji Junior Cert.	Teacher-in-charge - Rakiraki Methodist Kindergarten	7 years

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BA/TAVUA EDUCATION DISTRICT			
[10] Saras Wati	Form III; Pre-School Teachers Certificate, MLTC	Teacher-in-Charge-Namosau Kindergarten Demonstration Centre for Ba District	20 years
[11] Philomena Wilson	Form II; Pacific Pre-School Teachers Certificate	Teacher-in-charge-Vatukoula Playcentre Demonstration Centre-Vatukoula/Tavua Districts	14 years
LAUTOKA/YASAWA EDUCATION DISTRICT			
[12] Vijay Lakshmi Gounder	Fiji Junior Certificate, FV Pacific Pre-School Teachers Certificate	Teacher-in-charge Field 40 Kindergarten	8 years
[13] Margaret Iliesa	Form IV, Pacific Pre-School Teachers Certificate	Teacher-in-charge-Nadi Airport Playcentre Demonstration Centre, Nadi area	10 years
[14] Bale Tokailagi	Teachers Certificate 1994 Pre-School Teachers Certificate, MLTC	Teacher-in-charge FSC Kindergarten	8 years
~~[15] Lice Delituicama~~	~~Fiji Junior Certificate, FV, Pre-School Teachers Certificate, MLTC~~	~~Teacher-in-charge-Lautoka Methodist Kindergarten~~	~~3 years~~
[16] Delores Swami	Teachers Certificate 1977, Pacific Pre-School Teachers Certificate	Teacher-in-Charge-Jack & Jill Kindergarten	19 years
NADROGA/NAVOSA EDUCATION DISTRICT			
[17] Sarojini Reuben	FJC, FV	Teacher-in-Charge - Sigatoka Methodist Kindergarten - Demonstration Centre	6 years

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CAKAUDROVE EDUCATION DISTRICT			
[18] Kaatake Katauca	Form III; Pacific Pre-School Teachers Certificate	Supervisor - 5 Rabi Pre-Schools	14 years
[19] Verenaisi Manuel	FJC, Form V	Teacher-in-charge Kasavu Kindergarten	10 years
[20] Bharti Kumar	Form IV, FJC	Teacher-in-charge Naqara Methodist Kindergarten	7 years
MACUATA/BUA EDUCATION DISTRICT			
[21] Losana Dioi	Form III, Pacific Pre-School Teachers Certificate	Teacher-in-charge Nasekula Kindergarten	8 years
[22] Madhu Lata Prasad	Form V, NZS Cert	Assistant Teacher - Labasa Sangam Kindergarten	13 years
EASTERN DIVISION			
[23] ~~Josaia Lala~~	~~Fiji Junior Certificate, FV~~	~~Teacher-in-charge~~ Nabukelevu Kindergarten - Kadavu	5 years
[24] Mavis Gibson	Fiji Junior Certificate	Teacher-in-charge Levuka Community Centre, Levuka	6 years
[25] Tamari Rasalato	FV, NZ School Certificate	Teacher-in-charge Mabula Kindergarten, Cicia, Lau	7 years

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LIST OF PARTICIPANTS

SUVA EDUCATION DISTRICT

	NAME	PRE-SCHOOL
1)	Vilimaina Daunibau	YWCA
2)	Karalaini Tagi	Etina Havea Children's Centre
3)	Fipe kaloudreweti	YMCA
4)	Khartiyani Gounder	Vashist Muni
5)	Sushila Prasad	USP Playgroup

NAUSORI EDUCATION DISTRICT

1)	Biu Ledua Cava	Dilkusha
2)	Catherine Bogiva	Vulilevu
3)	Chitrekha Chand	Vuci Methodist

RA EDUCATION DISTRICT

1)	Sarojini Naicker	Rakiraki Methodist

BA/TAVUA EDUCATION DISTRICT

1)	Saras Wati	Namosau
2)	Philomena Wilson	Vatukoula Playcentre

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LAUTOKA/YASAWA EDUCATION DISTRICT

1]	Vijay Lakshmi Gounder	Field 40
2]	Margaret Iliesa	Nadi Airport
3]	Bale Tokailagi	FSC
~~4]~~	~~Lice Dalituicama~~	~~Lautoka Methodist~~
5]	Delores Swami	Jack & Jill

NADROGA/NAVOSA EDUCATION DISTRICT

1]	Sarojini Reuben	Sigatoka Methodist

CAKAUDROVE EDUCATION DISTRICT

1]	Kaatake Katauca	Rabi Pre-School
2]	Verenaisi Manuel	Kasavu
3]	Bharti Kumar	Naqara Methodist

MACUATA/BUA

1]	Losana Dioi	Nasekula
2]	Madhu Lata Prasad	Labasa Sangam

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EASTERN DIVISION

1.	Josaia Lala	Nabukelavu
2.	Mavis Gibson	Levuka Community Centre
3.	Tamari Rasalato	Mabula, Cicia

OBSERVERS

1.	Sera Tagicakibau	MLTC
2.	Ruci Kididramo	Suva Education Office
3.	Solo Vosaicake	Special Education
4.	Litia Cavubati	Ministry of Education
5.	Vasu Tuivaga	USP
6.	Marion Wilkinson	International School Kindergarten
7.	Licensed Teachers	Early Intervention School

Observers

- Mereani Nasauvau
- Mereani Sarrest
- Sainirere Nakainivalu Intellectually Handicapped School

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THE GOLDA MEIR MOUNT CARMEL INTERNATIONAL TRAINING CENTRE

Appendix 2

ON-THE-SPOT WORKSHOP on EARLY CHILDHOOD EDUCATION
Fiji, 15 January - 2 February, 1996

PROPOSED PROGRAM

The workshop is organized by the Golda Meir Mount Carmel International Training Centre (MCTC), Haifa, Israel in cooperation with the Ministry of Education, Suva, Fiji.

The workshop is designed for 30 participants - trainers and kindergarten teachers dealing with children between the ages of 3-6 years.

Objectives of the Workshop:
At the termination of the workshop the participants will have:

- reviewed the educational philosophies and methodologies currently influencing Early Childhood Education in Israel
- extended their knowledge on language enrichment through a variety of activities, as a preparation for reading
- undergone a hands-on experience preparing learning activities for the 3-6 year old child
- extended their understanding in curriculum planning

Methodology:

Studies in the workshop will be intensive and apply active learning methods. The topics are presented in short lectures and elaborated in group discussions and exercises in which the students pool their knowledge and ideas.

Israeli Team:

Mrs. Janette Hirschmann	In charge of Early Childhood Education courses (in English) at MCTC
Mrs. Esther Tov-Li	Lecturer at Oranim Teacher Training College, Tivon, Israel

Daily Schedule:

1st session	8.30 - 10.30
2nd "	11.00 - 12.30
3rd "	13.30 - 15.00
Independent study	15.30 onward

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As mentioned above, the workshop is conducted using a "hands-on" methodology. The participants will be divided into small groups for most of the activities. It is therefore necessary to have a large working space.

Materials required:

- Overhead project, slide projector and multi-system TV and video.
- Facilities for copying written and learning materials to be distributed to the participants.
- Large sheets of newsprint or wrapping paper for posters.
- White and coloured paper, poster paints, crayons, thick paint brushes and coloured markers
- Scissors, glue
- Waste materials - empty cartons, toilet rolls, empty plastic containers, bottle tops, screw tops of tooth-paste tubes, etc.

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ON-THE SPOT WORKSHOP ON EARLY CHILDHOOD EDUCATION

Monday 5th — Observation visits of 7 day care centres and kindies by the Israel team

PROGRAMME — Planning meeting with the local organisers of the course

Tuesday 6th

Opening Ceremony
Trainees and instructors get acquainted
Participants' expectations
Writing an experience chart " "

Wednesday 7th

"Who is here today" - attendance board
Games using the names of participants to learn about phonological and graphological aspects of words

Exercise in small groups
Creating a developmental profile for 3-5year olds [cognitive, emotional, social and psycho-motor development]
Discussion: the holistic development of the child.

Exercise: Socio dramatic play and writing the story of the play.
Discussion: The contribution of socio-dramatic play to the holistic development of the child.

Thursday 8th

Songs and routines commonly used in kindergarten: songbook, newsbook.
Games with the participants' names

Discussion: How children learn

Exercise/discussion in small groups:
House corner, doctor corner, block corner science and nature corner, book corner etc.

Lecture discussion: Reading and literacy.
Preparation for observation visit to a kindergarten.

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Friday 9th

Observation visit to kindergartens
Discussion and conclusions.

Summing up of the 1st week.

Saturday - Sunday

Monday 12th

Song and routines commonly used in the kindergartens song book, newsbook, calendar, games with names.

Exercise and conclusions - what children know about reading before they are taught.

Exercise and conclusions - what children know about writing before they are taught.

Discussion in small groups - ideas for developing a literacy environment.

Tuesday 13th

Songs and routines commonly used in the kindergarten.
Reading a story
Discussion and conclusions: the importance of reading to children
Principles of writing stories
Writing stories in small groups
Presenting stories.
Homework: completing stories in book form.

Wednesday 14th

Observation visit to kindergartens
Discussion and conclusion : the floor plan and daily schedule.

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Thursday 15

Songs and routines commonly used in Kindergartens
Presenting the books
Discussion: Creating a library in the Kindergartens.
Playing games
Discussion: the contribution of playing games to the holistic development of the child.
Making didactic games
Homework: making games

Friday 16th

Songs and routines commonly used in Kindergartens
Presenting games
Creating social and outdoor games

Creativity

Discussion: The contribution of creativity to the holistic development of the child.

View video of kindergartens in Israel
Discussion

Summing up of 2nd week

Saturday 17th Sunday 18th

Monday 19th

Songs and routines commonly used in Kindergartens
Discussion Developing a topic

Explanation of Final Project
Preparation for going on a field trip
Field Trip
Homework: Working on Final Project

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Tuesday 20th

Songs and routines commonly used in Kindergartens
The Golden Triangle - teacher, parent, child
Lecture, exercise workshop.

Wednesday 21st

Songs and routines commonly used in Kindergartens
Developing mathematical thinking
Lecture, exercise and workshop.

Thursday 22nd

Presentation of Projects
Dialogue : Drawing conclusions from the workshop - creating a literacy environment for the Fijian situation
Closing exercise
Evaluation

Closing Ceremony.

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The Fiji Times Feb 21st 1996.

Appendix 3

KARALAINI Tagi holds rubbish she collected along the Suva waterfront, near Suva Point, as part of the pre-school teachers' environmental workshop yesterday. Picture: ARIN CHANDRA

Pre-school teachers attend workshop

By VERENAISI TUVUKI

THIRTY pre-school teachers from around the country are undergoing a workshop on Emergent Literacy in Early Childhood.

Director of Courses on Early Childhood at the International Training Centre in Israel Janette Hirschmann said yesterday it was important to give children an environment where they could develop and have their teachers as mediators.

She said in Fiji books were expensive and therefore teachers should be trained to make education exciting by being creative.

A lecturer at the Israeli Training College and University Esty Torly said children needed to be more involved in practical activities in the classrooms.

"Through practice they would be more capable of thinking for themselves," she said.

Mrs Hirschmann said the pre-school teachers were being taught on how to make up books through short stories.

She added if children had a lot to do during school activities then it was less likely that they would be involved in classroom fights.

Mrs Hirschmann said part of the reason why students were restless was because they were bored at school and were less occupied as education seemed to be a routine sort of thing.

The important aspect of developing literacy is to expose kids at an early stage to the written word.

Mrs Hirschmann said teachers needed to be more energetic to create educational materials which could also be in the form of literacy games.

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The Daily Post
8th Feb. 1996

PARTICIPANTS at the workshop listen to the guest speaker Dr Jacqui Badcock from the UNICEF Pacific Islands office on Tuesday. Photo: Daniel Vir.

Badcock: Integrate children in need

By Dolores Prasad

CHILDREN who are disadvantaged and in need of special education should be integrated into regular classes whenever possible.

The comment was made by UNICEF's Pacific Islands Assistant Representative, Dr Jacqui Badcock, when she opened a three-week workshop on Early Childhood Care and Education in Suva on Tuesday.

The workshop, jointly organised by the Ministry of Education and the Fiji Pre-School Association, is funded by the Israeli Embassy and UNICEF through AusAID.

Resource workers are from the Golda Meir Mt Carmel International Training Centre in Israel. They are Janette Hirshmann and Esther Tovity.

DR Jacqui Badcock

Dr Badcock said teachers in this field must be trained properly.

Training of early childhood education teachers was very specialised and of high priority.

She highlighted some of the attributes of teachers needed in early education: warmth, flexibility, emotional maturity, self confidence, patience, stamina and creativity.

Early childhood education programmes globally have been accepted because the indoor and outdoor physical environment fosters growth and development for learning.

The health and safety of children and adults are protected, and the programmes are efficiently administered and staffed by adults who understand child development and recognise their needs.

"It is necessary for group leaders to indicate a willingness to continue learning. Each day provides learning institutions but it is also necessary for caregivers to be able to keep up to date and increase knowledge," Dr Badcock said.

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MINISTRY OF EDUCATION, WOMEN, CULTURE, SCIENCE & TECHNOLOGY

CENTRE FOR INTERNATIONAL COOPERATION
MINISTRY OF FOREIGN AFFAIRS
STATE OF ISRAEL

UNICEF

CERTIFICATE

Presented to

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for participation in the workshop
on
"EMERGENT LITERACY IN EARLY CHILDHOOD"
5th – 23rd February, 1996

President, Fiji Preschool Association	Permanent Secretary for Education, Women, Culture, Science & Technology	Director of ECE Training Mount Carmel International Training Centre, Haifa, Israel	Chargé d'Affaires Embassy of Israel, Fiji	Assistant Representative, UNICEF

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Appendix 4